



WELCOME



Engaging Families: Serving on Decision-Making Groups



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WI FACETS & WSPEI



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The Agenda



- » Guidebook Overview
- » Purpose – Family Engagement
- » Guidebook Sections:
 1. Opportunities to Get Involved
 2. Types of Groups
 3. Processes Groups Use
 4. Tools Groups Use
 5. Tips and Strategies for Groups
 6. Understanding Data
 7. The Role of Families on Groups
 8. Skills for Serving on Groups
- » Where to Go From Here?



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Guidebook Audience



Intended to be a useful tool for anyone who is or wants to serve on a decision making group



Parents
Educators
Groups
Community members
Administrators



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Sample Page



Heading with a focus question & section objective

Informative reading

Facts to consider

Questions & Answers from families

Additional Resources on the Internet

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Purpose



- To support and increase participation of families on decision making groups

Dr. Joyce Epstein and others conducted research on the effects of Family Involvement. They found:



- ❖ Children have better outcomes when families are involved in the decision-making process.
- ❖ There needs to be support for families in decision-making groups.

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Keys to Family Engagement

THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS: EIGHT TYPES OF INVOLVEMENT

- TYPE 1: PARENTING** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Based schools in understanding families.
- TYPE 2: COMMUNICATING** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
- TYPE 3: VOLUNTEERING** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
- TYPE 4: LEARNING AT HOME** Involve families with their children in learning activities at home, including homework, and other curriculum-related activities and decisions.
- TYPE 5: DECISION-MAKING** Include families as participants in school decisions, governance, and advocacy through PT/PTSO, school councils, committees, action teams, and other parent organizations.
- TYPE 6: COLLABORATING WITH THE COMMUNITY** Coordinate community resources and services for school students, and the school with businesses, agencies, and other groups, and provide services to the community.

Source: Family and Community Partnerships by L. E. Epstein et al., © 2002 Corwin Press, Inc. Permission is granted to reproduce this page.

Benefits to Decision Making

- Results for Families:**
 - Awareness and input on policies
 - Feeling of ownership
 - Shared experiences and connections with other families
- Results for Professionals:**
 - Awareness of family perspectives
 - Recognition of family representatives as equals in decision-making groups
 - Acceptance of family representatives in leadership roles

Family Engagement

Parent Perspective

http://www.nationalajpc.org/engagement_forum/highlights-panel4.html

Minnie Pearce-Tate
Parent Representative & Parent/Community Engagement Consultant
National Coalition of ESEA Title 1 Parents

Professional Perspective

http://www.nationalajpc.org/engagement_forum/highlights-panel1.html

Ron Mirr
President
RM Consulting

Section 1 Opportunities to Get Involved

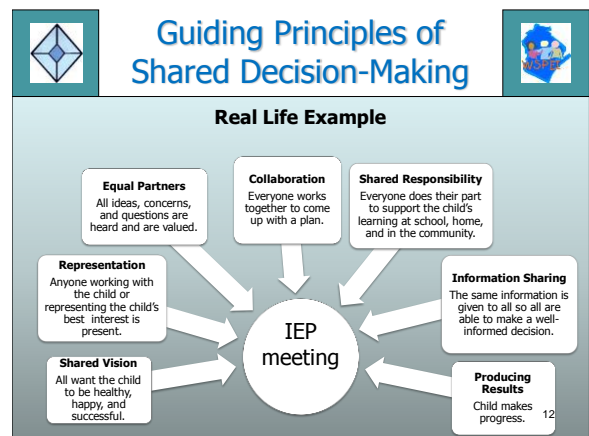
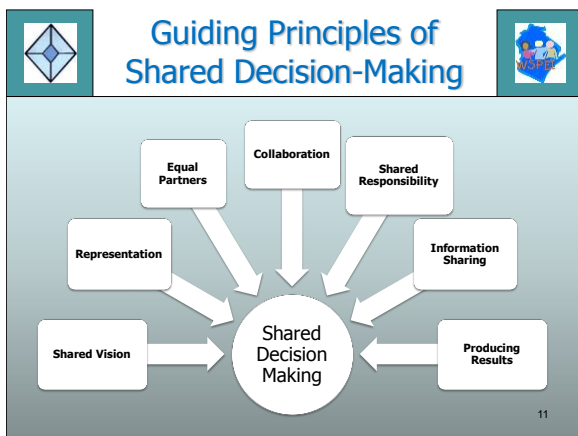
Where to begin?

- Find an issue you care deeply about
- Learn about available resources and services
- Connect to a group with the authority to make changes
- Prepare yourself to serve



Shared Decision Making

"Decision-making means a process of partnering, of shared views and actions toward shared goals...not just a power struggle between conflicting ideas."

-Dr. Joyce Epstein



Section 2 Types of Groups

Sample Page

Definition of group

Activities of group

Types of Groups

What is a planning group?
A planning group is formed to deal with a specific issue. Its primary responsibility is to plan for a specific child. Usually it plans and carries out an activity directed by a more formal decision-making group.

Activities of a Planning Group:

- Identify and make a specific topic or issue.
- Assess needs and develop priorities.
- Make recommendations on the development of a program.
- Design information and conduct training about relevant topics.
- Develop or select curriculum.
- Monitor a resource library and sponsor an annual resource fair.
- Serve as a channel for communication and feedback between stakeholders.
- Plan opportunities for families to connect, network, mentor and have fun.
- Arrange annual award ceremony, staff appreciation and other special events.

Examples: Curriculum, Learning, Action Team, EEP, Family, Community of practice.

Leadership Roles: chairperson, facilitator, scribe, parent representative, staff member.

Other Roles: note taker, time keeper, observer, chair, family member, community member, team lead, etc.

Length of Service: voluntary, could be part-time and/or full-time work schedule.

Remember:
Remember these and share that regular families be involved in groups that are planning or evaluating services for a specific child in a group of children.



Examples of a group

Leadership roles in group

Other roles in group

Length of Service

Section 2 Types of Groups

Governing Groups

- Appointed or elected to a position
- Govern an organization and set policy

Advisory Groups

- Provide advice and/or support on a single issue
- Represents a broader group of people and has expertise with the issue

Leadership Groups

- Provide important direction for state lawmakers
- Membership can include a combination of people

Planning Groups

- Deal with a specific issue
- Plans and carries out an activity

Evaluation Groups



- Evaluate the work of others
- Measure the work of organizations, agencies, or projects

Practice Groups

- Provide a structure to communicate, learn, and take action.
- Promote interagency and stakeholder connections

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Section 3 Processes Groups Use

■ **Information Gathering**

- Brainstorming
- Focus Group

■ **Collaboration**

- Meaningful Activities
- On-going Communication
- Neutral Facilitator

■ **Goal Setting**

- Vision
- Mission
- S.M.A.R.T. Goals

■ **Evaluation**

- Formative
- Summative

■ **Planning**



- Logic Models
- Schedules

■ **Processes for Reaching Agreement**

- Robert's Rules of Order
- Consensus

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Section 4 Tools Groups Use

Understand the difference between formal and informal meeting structures.



Tools Groups Use:

- Meeting Facilitator
- Ground Rules
- Agenda
- Meeting Minutes
- Written Guidance
- Open & Closed Meetings




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Section 4 Tools Groups Use



■ **Common reasons for unproductive meetings:**

- Participants aren't prepared
- No agenda in advance
- Group doesn't follow agenda
- Not everyone considers themselves "participants"
- Data is lacking or decisions made not based on data
- No action items are highlighted
- No timelines or deadlines
- No follow-ups




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Section 5 Tips and Strategies for Groups

Tips for Effective Meetings

- Be prepared as a group
- Start and end on time
- Have the information needed to make decisions
- Make sure you are not missing someone who is critical to the discussion
- Follow a meeting agenda



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Section 5 Tips and Strategies for Groups



Strategies for making a decision making group both **internally** and **externally** more effective:

- Improve Group Dynamics
- Two-Way Communication



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Section 5 Tips and Strategies for Groups



Understand cultural norms

- Strategies groups can use to increase the participation of families from all diverse backgrounds
 - Keep learning about the unique cultural values and beliefs of all the members of the group
 - Take time to recognize and honor racial and ethnic variations
 - Provide trained interpreters
 - Limit the use of jargon
 - Encourage members to mentor each other to build skills and confidence



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Section 6 Understanding Data



What is data?

- Factual information
- Helps groups make decisions
- Must be **reliable** and **valid**
 - Reliable: accurate and consistent
 - Valid: caused by the phenomena you are interested in
- Combines storytelling and investigation



Section 6 Understanding Data



Collect	Display	Analyze	Conclude
<ul style="list-style-type: none"> • What does the group want to know? • Collect samples or record responses 	<ul style="list-style-type: none"> • Organizes the data • Charts, graphs, etc. may show: <ul style="list-style-type: none"> • Snapshot in time • Trends • Comparisons 	<ul style="list-style-type: none"> • Do the results compare to the goal we set? • Are the differences or similarities in the data something to take note of? 	<ul style="list-style-type: none"> • Action plan that tells who will do what, when, and how they will measure the results of their actions. • Data Stories

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Section 7 The Role of Families on Groups



As a representative of families, it is important to learn about:

- **The Group**
- **Your Role on the Group**
- **Best Way to Represent Other Families**



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Section 8 Skills for Serving on Groups



To participate meaningfully, understand the skills needed to:

- Prepare for a meeting
- Participate in a meeting
- Follow-up after a meeting
- Facilitate a meeting



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Section 8 Skills for Serving on Groups



Tips to help **Deal with Conflict**:

- Keep an open mind
- Don't take things personally
- Ask questions
- Stay focused on the topic
- Take a break
- Remember the purpose of the group



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Putting it into Practice



All families have a story...

All families need information...

All families can be involved...

How can we **empower** families to make a difference?



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Serving on Groups that Make Decisions



Visit



www.servingongroups.org

- Downloadable Version of the Guidebook
 - Online Modules
 - Our Monthly Newsletter
- Upcoming Webinar Trainings
 - Additional Resources

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Additional Resources



- WI Family Engagement Newsletter
contact Emilie Braunel, ebraunel@wifacets.org



- For past newsletters, visit the Resources page at:
www.servingongroups.org

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Thank you!



Please remember to complete the evaluation!



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